

**MEMORANDUM**

**To:** Board of Regents

**From:** Board Office

**Subject:** Preliminary Review of the Iowa School for the Deaf Strategic Plan Progress Report

**Date:** November 4, 2002

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**Recommended  
Actions:**

1. Receive the progress report.
  2. Receive, for preliminary review, a request to change Benchmark 1.3.1.2 to make it consistent with the language in other benchmarks.
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**Executive  
Summary:**

The Iowa School for the Deaf 2001-2006 Strategic Plan focuses on the provision of comprehensive and appropriate programs and services that will enable deaf and hard of hearing students to attain personal excellence. The 2001-2006 Strategic Plan includes strategies and benchmarks for each of the following four Key Result Areas (KRA):

**Key Result  
Areas**

- KRA 1.0.0.0 - Provide a quality education program through competent teaching, well-trained staff, and extensive administrative services;
  - KRA 2.0.0.0 - Strengthen and expand the creative and innovative programming at Iowa School for the Deaf;
  - KRA 3.0.0.0 - Provide a safe, healthy learning environment by maintaining facilities, equipment, and operating budgets that are sufficiently funded; and
  - KRA 4.0.0.0 - Promote flexibility, efficiency, cooperation, and accountability at the Iowa School for the Deaf.
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**Institutional  
Benchmarks**

This memorandum reports the progress made on the Iowa School for the Deaf 2001-2006 Strategic Plan, as measured by the School's institutional benchmarks. The listing of institutional benchmarks submitted by School officials for Board review did not contain all of the updated data for FY02. This listing can be found in Attachment A, pages 6-8.

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**Analysis Section  
Overview**

The Analysis section of this memorandum:

- 1) Provides the current language and the proposed new language for Benchmark 1.3.1.2 in which Iowa School for the Deaf is requesting a change to make it consistent with the language in other benchmarks;
- 2) Provides the updated FY02 data that was submitted for the institutional benchmarks associated with the Iowa School for the Deaf 2001-2006 Strategic Plan; and
- 3) Summarizes Superintendent Johnson's 10/28/02 letter to the Board, subject "Strategic Plan Comments, Iowa School for the Deaf." This letter can be found in Attachment B, pages 9-10.

2001-2006  
Strategic Plan

The Iowa School for the Deaf 2001-2006 Strategic Plan can be found in Attachment C, pages 11-30.

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**Strategic Plan:**

The Board of Regents is committed to maintaining consistency and linkages between the institutional strategic plans and performance indicators and the Board of Regents Strategic Plan and Performance Indicators. The Iowa School for the Deaf 2001-2006 Strategic Plan and institutional benchmarks are consistent with the Board's Strategic Plan and Performance Indicators, specifically the Common Data Sets for the Special Schools.

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**Background:**

The Iowa School for the Deaf 2001-2006 Strategic Plan was approved by the Board in July 2001 and became operational in September 2001. The comprehensive effort of the ISD administration, faculty, and former advisory committee in developing the current Strategic Plan resulted in significantly more strategies and benchmarks for each Key Result Area. During the 2001 joint accreditation visit, North Central Association and Conference of Educational Administrators of Schools and Programs for the Deaf indicated that ISD's Strategic Plan was exemplary and was a model for other Deaf schools.

In addition, values and culture statements were included in the 2001-2006 Strategic Plan to complement the mission, beliefs, and vision statements.

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Mission  
Statement

The mission of the Iowa School for the Deaf is to enable deaf and hard of hearing children to attain personal excellence by providing them with comprehensive and appropriate educational programs and services.

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Beliefs  
Statement

1. Learning is a process that occurs in all of life's activities.
  2. Deaf and hard of hearing students are the central focus of ISD's learning vision.
  3. Deaf and hard of hearing students deserve the most appropriate individual learning environment.
  4. ISD's educational systems must be comprehensive to respond to the individual needs of deaf and hard of hearing learners.
  5. The role and importance of deaf culture and heritage should be recognized and fostered.
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Vision Statement

The Iowa School for the Deaf will be one of the best educational settings for deaf and/or hard of hearing youngsters in the United States. The School will develop measurable standards to assess its effectiveness. It will utilize multiple criteria to demonstrate accountability and progress toward attaining its goals and objectives.

Values Statement      The Iowa School for the Deaf values the pursuit of optimal educational and personal growth experiences for each student, so that each one may become a contributing member of society. Toward that end, the administration, faculty, staff, and students of the Iowa School for the Deaf affirm their quest for a comprehensive educational program that values:

- Excellence in academics;
- Integrity in facing challenges;
- Honesty in all endeavors;
- Civility toward all people;
- Compassion for others; and
- Commitment to serve the community.

The goal of Iowa School for the Deaf is to aid students in developing the skills of communication, a life-long love of learning and problem-solving, a positive sense of self-realization, economic independence, and a sense of civic and social responsibility.

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Culture Statement      The Iowa School for the Deaf seeks to provide a safe, relaxed educational environment in which the deaf and hard-of-hearing child has access to opportunities that are at least equal to those of non-disabled peers. Such a culture:

- Allows access to meaningful communication throughout the day. This means that students utilize reading, writing, the use of sign language, oral speech, residual hearing, and speech reading, as appropriate, in their communication;
  - Offers a supportive residential program;
  - Promotes frequent and in-depth contacts with families of students;
  - Engages in partnerships with area schools to provide opportunities for ISD students to attend classes in public schools and students from Iowa school districts to attend classes in ISD's vocational department;
  - Works in collaboration with the Iowa Department of Education, Vocational Rehabilitation Division, to help place students in college, advanced trade schools, and industry upon completion of the ISD curriculum; and
  - Recognizes and fosters the role and importance of deaf culture and heritage.
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**Analysis:**  
Requesting  
Change in  
Benchmark 1.3.1.2

Iowa School for the Deaf is requesting a working change in Benchmark 1.3.1.2 to make it consistent with the language in other benchmarks addressing a similar topic. The current language and the proposed new language follow:

Current Language "By the end of the year FY03, students in grades 3–8 will score 70% or higher on their level of the Stanford Achievement Test for the Hearing Impaired (SAT-HI)."

Proposed Language "By the end of year FY04, 70% or more of the students in the 3<sup>rd</sup> through 12<sup>th</sup> grades will score between the 31-70 percentiles on the Stanford Achievement Test for the Hearing Impaired (SAT-HI) mathematics subtest."

Progress on Institutional Benchmarks

This section provides data on the institutional benchmarks associated with the Iowa School for the Deaf 2001-2006 Strategic Plan. The listing of institutional benchmarks submitted by School officials for Board review did not contain all of the updated data for FY02. All of the institutional benchmarks for which 2002 data were provided are listed below:

No.	Benchmark Measure	FY01	FY02
1	% of graduates accepted for college or work (excluding LIFE program students) (No Target Provided)	100%	100%
2	% of graduates exceeding national graduation rate (No Target Provided)	100%	100%
3	ISD students in grades 5-12 exceeding achievement scores for deaf children (excluding LIFE program students) (Target: Exceed National Norm)	Exceeded	Exceeded
10	% of faculty with advanced degrees (Target: 65)	61.3%	63%
11	% of faculty with national certification (Target: 90)	66.1%	70%
12	% of student life (direct care) staff with post-secondary degrees (Target: 50)	50%	53%
7	% of high school students with transitional plans (Target: 100%)	100%	100%
18	Communications with families of students (Target: 30)	30+	30+

Superintendent Johnson's Progress Summary

Superintendent Johnson's 10/28/02 letter to the Board, subject "Strategic Plan Comments, Iowa School for the Deaf," provides a narrative progress report on the 2001-2006 Strategic Plan. The major points included in the letter follow:

Staff Development

- All on-campus staff development activities have focused on the priority areas of reading enhancement for students, behavioral management of students, and technology literacy.

Advanced Degrees

- 63% of the faculty have attained advanced degrees (Target 65%). An additional 30% are working on advanced degrees or have taken graduate courses. Although emphasis is placed on faculty taking graduate courses, budgetary difficulties have substantially reduced the number of approvals granted.


National Certification	<ul style="list-style-type: none"><li>• 70% of the faculty have Council on Education of the Deaf national certification (Target 90%).</li></ul>
Post-Secondary Degrees	<ul style="list-style-type: none"><li>• 53% of the student life (direct care) staff have post-secondary degrees (Target 50%).</li></ul>
Diversity	<ul style="list-style-type: none"><li>• The student body is becoming more diverse. A similar trend is occurring with staff, exclusive of faculty.</li></ul>
Deferred Maintenance	<ul style="list-style-type: none"><li>• Deferred maintenance projects are addressed as best possible. Because many faculty and staff positions were left vacant, some funds became available for these projects. The budget was drastically reduced due to insufficient appropriations; the priority was to fund salaries and benefits.</li></ul>
Reallocation	<ul style="list-style-type: none"><li>• 3.1% of the budget was reallocated, virtually all of which was directed to salaries and benefits.</li></ul>
Positions Eliminated	<ul style="list-style-type: none"><li>• Two administrative positions (one principal and the assistant to the superintendent), one counselor, one librarian, and several residential counselors were eliminated. Students were consolidated on dormitory floors to ensure adequate supervision.</li></ul>
Interinstitutional Activities	<ul style="list-style-type: none"><li>• More than 32 projects with Iowa State University; inter-agency partnerships with five school districts; multiple programs with AEA 13; a Transition Alliance Program with Vocational Rehabilitation Services; cooperative agreements with the Iowa Department of Education (statewide consultant); and the Nebraska initiative.</li></ul>

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**Performance Indicators:**

A complete report of the Board of Regents Performance Indicators, including charts and tables, will be presented in the Annual Report on Performance Indicators in January 2003.

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William R. Nelson

Approved:   
Gregory S. Nichols

# **IOWA SCHOOL FOR THE DEAF** **Benchmarks**

<b>Number</b>	<b>FY98</b>	<b>FY99</b>	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>
1) % of graduates accepted for college or work (excluding LIFE program students)	80%	89%	91%	100%	100%
2) % of graduates exceeding national graduation rate	100%	100%	100%	100%	100%
3) ISD students in Grades 5-12 exceeding achievement scores for deaf children (excluding LIFE program students)	All classes at least three standard deviations above the national norm. Target: exceed national norm.	All classes nearly two standard deviations above the national norm. Target: exceed national norm	Exceeded  Target: exceed national norm; 90% of students exceeded the norm	Exceeded  Target: exceed national norm	Exceeded  Target: exceed national norm
4) LIFE students achieve 25% growth (academic) on normed achievement tests		Partially Attained Reading Vocabulary 40% Reading Comprehension 30% Math 50% Spelling 30% Language 30%	Partially attained Reading vocabulary 40% Reading comprehension 30% Math 50% Spelling 30% Language 30%	Partially Attained Reading vocabulary 44% Reading comprehension 31% Math 53% Spelling 36% Language 30%	
5) Classes reach 50% of national avg. of criterion-referenced outcomes	NC	Attained – criterion reference outcomes Partially attained – National norm data	In process	In process	
6) IEP goals Target: 90%	95+% Target: 90%	95+% Target: 90%	95+% Target: 90%	82% Elem 51% MS 61% HS	
7) % of high school students with transitional plans Target: 100%	100%  Target: 100%		100%  Target: 100%	100%  Target: 100%	100%

8) Each pupil achieves 80% of ISD cur. Outcomes (criterion refer.)	NC	Developing	Developing	Developing (in-service 10/29 & 11/19)	
9) % of graduating class with computer proficiency	100% Target: 70% Target: 70%	100% Target: 70%	100%	100%	
10) % of Faculty with advanced degrees  BA+	<u>No.</u> <u>Total</u> <u>Pct.</u> 34   59   58%  19/25 Target: 65%	<u>No.</u> <u>Total</u> <u>Pct.</u> 36   62   58%  19/26 Target: 65%	<u>No.</u> <u>Total</u> <u>Pct.</u> 37   61   59%  20/25 Target: 65%	<u>No.</u> <u>Total</u> <u>Pct.</u> 38   62   61.3%  20/24 Target: 65%	
11) % of Faculty with national certification	<u>No.</u> <u>Total</u> <u>Pct.</u> 36   59   61% Target: 90%	<u>No.</u> <u>Total</u> <u>Pct.</u> 38   62   61% Target: 90%	<u>No.</u> <u>Total</u> <u>Pct.</u> 37   61   61% Target: 90%	<u>No.</u> <u>Total</u> <u>Pct.</u> 41   62   66.1% Target: 90%	
12) % of student life (direct care) staff with post-secondary Degree	<u>No.</u> <u>Total</u> <u>Pct.</u> 10   30   33% Target: 50%	<u>No.</u> <u>Total</u> <u>Pct.</u> 16   37   43% Target: 50%	<u>No.</u> <u>Total</u> <u>Pct.</u> 19   39   49% Target: 50%	<u>No.</u> <u>Total</u> <u>Pct.</u> 19   38   50% Target: 50%	
13) Sign Language Proficiency for Faculty and staff Target: 50% 2 levels or more above required level Target: 95% achieve minimal level within 2 ears of employment	2 levels above: 33% Target 50%  Minimum level: 98% Target: 95%	2 levels above: 43% Target 50%  Minimum level: 98% Target: 95%	2 levels above: 50% Target: 50%  Minimum level: 93% Target: 95%	2 levels above: 51% Target: 50%  Minimum level: 96% Target: 95%	
14) No., Total, Pct. Of Faculty (F), Staff (S), and Teacher Aides (T) participating in external staff development activities Target: 25% participation	<u>No.</u> <u>Total</u> <u>Pct.</u> (F) 16   59   27% (T) 2   10   20% (S) 42   50   84%  Target: 25%	<u>No.</u> <u>Total</u> <u>Pct.</u> (F) 39   78   46% (T) 2   10   20% (S) 54   59   93%  Target: 25%	<u>No.</u> <u>Total</u> <u>Pct.</u> (F) 50   54   92% (T) 5   9   55% (S) 59   59   100%  Target: 25%	<u>No.</u> <u>Total</u> <u>Pct.</u> (F) 30   59   51% (T) 5   5   100% (S) 57   57   100%  Target: 25%	
15) Faculty and Staff Presentations Target: 4 per year	4  Target: 4	12  Target: 4	16  Target: 4	12  Target: 4	

16) Program Emphasis	Vocational: R & M	Technology/ Dormitories	Vocational Education/ Recreation Center	Technology/ School and Dorms	
17) Faculty to student ratios [Note: Elementary has 3 to 5 teacher aides each year; Secondary has 1 – 3 teacher aides yearly.]	Elementary 1:3.5 Secondary 1:3.2 Off-campus NC	Elementary 1:3.8 Secondary 1:3.7 Off-campus 1:16	Elementary 1:4.3 Secondary 1:3.1 Off-campus 1:16.8	Elementary 1:2.93 Secondary 1:2.74 Off-campus 1:16.4	
18) Communications with families of students Target: 30 per year	30+  Target: 30	30+  Target: 30	30+  Target: 30	30+  Target: 30	30+  Target: 30
19) (Underrepresented groups) in Composition of Faculty and Staff (includes disabled) Target: at least 8%	<u>No.</u> <u>Total</u> <u>Pct.</u> (F) 0 10 00.0% (S) 7 17 41.2%	<u>No.</u> <u>Total</u> <u>Pct.</u> (F) 0 10 00.0% (S) 10 25 40.0%  25 of 163 total faculty and staff or 15% are from underrepresented groups	<u>No.</u> <u>Total</u> <u>Pct.</u> (F) 0 17 27% (S) 8 28 25%	<u>No.</u> <u>Total</u> <u>Pct.</u> (F) 15 58 25.8% (S) 24 104 16.3%	
20) Student enrollments on and off-campus  Target: equal numbers on and off campus	On campus 123 Off campus 66* (*40 off campus students were not counted; received as of 4/12/99) Target: equal number	On campus 153 Off campus 93  Target: equal number	On campus 158 Off campus 112  Target: equal number	On campus 143 Off campus 115  Target: equal number	
21) Deferred Maintenance Completed Target: 10%	15%  Target: 10%	6%  Target: 10%	20%  Target: 10%	9%  Target: 10%	

NC – Not Collected





1600 South Highway 275 • Council Bluffs, IA 51503-7898 • 712-366-0571 (V/TTY)

**October 28, 2002**

TO: Board of Regents, State of Iowa  
FROM: Dr. William Page Johnson  
RE: Strategic Plan Comments, Iowa School for the Deaf

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We have made no changes in the mission statement, the beliefs statement, the vision statement, the values statement, or in the culture statement.

We are recommending a working change in Benchmark 1.3.1.2 to make it consistent with the language in other Benchmarks addressing a similar topic. Specifically, that it read: "By the end of year FY 04, 70% or more of the students in the 3<sup>rd</sup> through 12<sup>th</sup> grades will score between the 31-70 percentiles on the Stanford Achievement Test for the Hearing Impaired (SAT-HI) mathematics subtest."

The priority areas in staff development are on reading enhancement for the students, behavioral management of the students, and technology literacy. All on campus staff development activities have focused on these specific topics. Staff have been encouraged to participate in staff development activities beyond the on-campus activities.

We are very close to achieving our goal of 65% of the faculty with advanced degrees. We have 63% of the faculty who have attained an advanced degree, with some additional 30% who are working on an advanced degree, or have taken graduate courses.

We have slipped backward in the number of faculty with the Council on Education of the Deaf national certification. Now some 70% of the faculty have this certification, and our goal is to have 90% with the certification.

Some 53% of our student life (direct care) staff have a post secondary degree. This exceeds our target of 50%.

The student achievement data is noted in our annual report. We changed our reporting format to be more similar to the data required from the federal No Child Left Behind Act. Our students continue to achieve above the national norms for deaf youngsters. Our criterion referenced testing data is starting to show trends in individual learning patterns. These will be noted in our presentation.

Our student body is becoming more diverse, in addition to all having a hearing loss. We are seeing a similar trend in our staff, exclusive of faculty. Nationally, there are not many faculty candidates of a racial/ethnic minority, and many schools are competing for these individuals.

We continue to put emphasis on faculty taking graduate courses. However, given our budgetary difficulties, we substantially reduced the number of approvals granted. A course had to directly relate to one of our priority areas of focus.

We continue to address deferred maintenance projects the best that we can. Because we left many faculty and staff positions vacant, there were some funds available at the end of the year to address this topic. We drastically reduced the working budget for the year due to an insufficient amount of appropriations (and our priority was to fund salaries and benefits).

We did reallocate some 3.1% of our budget, but virtually all of it went to covering the insufficient appropriation for salaries and benefits.

We did institute numerous efficiency actions. Not all were desired, but were necessary based on the appropriation received. We eliminated two administrative positions (one principal, and the assistant to the superintendent), one counselor (middle school), and one librarian, and several residential counselors. We consolidated students on dormitory floors in order to provide adequate supervision.

We participated in numerous inter-institutional endeavors (more than 32 projects with ISU alone). We have inter-agency partnerships with some five local school districts, multiple programs with AEA 13, a Transition Alliance Program with Vocational Rehabilitation Services, our cooperative agreements with the Iowa Department of Education (statewide consultant), and the Nebraska initiative.

Additional information is shown on the charts that are attached to the strategic plan.

**IOWA SCHOOL FOR THE DEAF**

**STRATEGIC PLAN**

**2001-2006**

## **MISSION**

The mission of the Iowa School for the Deaf is to enable deaf and hard of hearing children to attain personal excellence by providing them with comprehensive and appropriate educational programs and service.

## **BELIEFS**

1. Learning is a process that occurs in all of life's activities.
2. Deaf and hard of hearing students are the central focus of our learning vision.
3. Deaf and hard of hearing students deserve the most appropriate individual learning environment.
4. Our educational systems must be comprehensive to respond to the individual needs of deaf and hard of hearing learners.
5. The role and importance of deaf culture and heritage should be recognized and fostered.

## **VISION STATEMENT**

The Iowa School for the Deaf will be one of the best educational settings for deaf and/or hard of hearing youngsters in the United States. The school will develop measurable standards to assess its effectiveness. It will utilize multiple criteria to demonstrate accountability and progress toward attaining its goals and objectives.

## **VALUES STATEMENT**

The Iowa School for the Deaf values the pursuit of optimal educational and personal growth experiences for each student, so that each one may become a contributing member of society.

Toward that end, the administration, faculty, staff, and students of the Iowa School for the Deaf affirm their quest for a comprehensive educational program that values:

- Excellence in academics.
- Integrity in facing challenges.
- Honesty in all endeavors.
- Civility toward all people.
- Compassion for others.
- Commitment to serve the community.

The goal of Iowa School for the Deaf is to aid students in developing the skills of communication, a life-long love of learning and problem-solving, a positive sense of self-realization, economic independence, and a sense of civic and social responsibility.

## **CULTURE STATEMENT**

Iowa School for the Deaf seeks to provide a safe, relaxed educational environment in which the deaf and hard-of-hearing child has access to opportunities that are at least equal to those of non-disabled peers. Such a culture:

- Allows access to meaningful communication throughout the day. This means that students utilize reading, writing, the use of sign language, oral speech, residual hearing, and speech reading, as appropriate, in their communication.
- Offers a supportive residential program.
- Promotes frequent and in-depth contacts with families of students.
- Engages in partnerships with area schools to provide opportunities for ISD students to attend classes in public schools and students from Iowa school districts to attend classes in ISD's vocational department.
- Works in collaboration with the Iowa Department of Education, Vocational Rehabilitation Division, to help place students in college, advanced trade schools, and industry upon completion of the ISD curriculum.
- Recognizes and fosters the role and importance of deaf culture and heritage.

**KEY RESULT AREA 1.0.0.0**

KRA 1.0.0.0 Provide a quality education program through competent teaching, well-trained staff, and extensive administrative services.

Objective 1.1.0.0<sup>a</sup> Recognize meritorious teaching.

Strategy 1.1.1.0 Fund a teacher merit salary program.

Benchmark 1.1.1.1      The school will have authorization and funds to award Sign Communication Proficiency Interview (SCPI) and Council on the Education of the Deaf (CED) excellence.

Strategy 1.1.2.0 Utilize the Performance Based Teacher Evaluation Program to recognize meritorious teaching.

Benchmark 1.1.2.1      Provide list of faculty recognized for meritorious teaching.

Objective 1.2.0.0 Provide staff development opportunities to all staff.

Strategy 1.2.1.0 Assess staff development needs every two years.

Benchmark 1.2.1.1      The school's administrative staff will prioritize all areas of staff development need and designate the top three areas of focus.

Strategy 1.2.2.0 Provide each staff person with at least 40 hours of staff development activities.

Benchmark 1.2.2.1      Documentation of staff development activities will be done for all staff.

Strategy 1.2.3.0 Enable at least 20% of the staff to participate in external staff development activities.

REVISED 11-02

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<sup>a</sup> Unless indicated otherwise, each objective will be assessed annually.



Benchmark 1.2.3.1      At least twenty percent (20%) of the faculty and staff will participate in external staff development activities.

Benchmark 1.2.3.2      At least four (4) presentations will be made by faculty or staff at state/regional/national conferences.

Strategy 1.2.4.0      The school will target at least 0.5% of the basic state appropriation for staff development activities. All staff will be encouraged to obtain post-secondary level degrees.

Benchmark 1.2.4.1      By the end of year FY05, at least sixty-five percent (65%) of the faculty will have advanced (post baccalaureate) degrees.

Benchmark 1.2.4.2      By the end of year FY05, at least ninety percent (90%) of the faculty will attain national certification available through the Council on the Education of the Deaf (CED).

Benchmark 1.2.4.3      By the end of year FY05, at least fifty percent (50.0%) of the student life staff (direct care) will have post secondary degrees.

Objective 1.3.0.0      Foster quality teaching by providing or reallocating resources that enable the instructional outcomes stated in the IEPs to occur.

Strategy 1.3.1.0      The administrative team will develop a prioritized list of recommended quality programs that will focus on the educational and development needs of the students.

Benchmark 1.3.1.1      Math: a.) All students will improve conceptual understanding and correct

application of basic math facts and skills; b.) Students will increase their application of math skills to daily situations; c.) Students will apply mathematical problem-solving strategies in a variety of situations across the curriculum.

**Benchmark 1.3.1.2**

By the end of year FY03, students in grades 3 – 8 will score 70% or higher on their level of the Stanford Achievement Test for the Hearing Impaired (SAT-HI).

**Benchmark 1.3.1.3**

By the end of year FY04, all students in grades 5 – 12 will increase their RIT (Rasch Unit – scores are tied directly to the curriculum, rather than to student performance) scale score in the application of math skills in daily situations by 5 – 8 points. (Criterion referenced test of NWEA [Northwest Evaluation Association] will be used.)

**Benchmark 1.3.1.4**

By the end of FY07, students in grades 5 – 12 will demonstrate 70% or more accuracy in applying mathematical problem solving strategies, as measured on curriculum continuum tests and evaluative performance tasks.

**Strategy 1.3.2.0**

The school administration will put a focus on at least one quality instructional program through reallocation of resources or receipt of new funds to implement such.

**Benchmark 1.3.2.1**

Each year, one particular aspect of the school's overall program will be given special emphasis, monies

reallocated to that program, and the impact of the reallocation will be documented.

**Benchmark 1.3.2.2**

Science: a.) Students will demonstrate the usage of scientific methods (e.g., data analysis, reasoning, problem solving); b.) Students will transfer scientific knowledge and skills to real life situations; c.) Students will apply science problem-solving strategies to a variety of situations across the curriculum (e.g., career projects, social science, and technology).

**Benchmark 1.3.2.3**

By the end of FY07, 70% or more of the students in the 3<sup>rd</sup> through 12<sup>th</sup> grades will score between the 31 – 70 percentiles on the SAT (Stanford Achievement Test) science sub-tests which demonstrate comprehension of the usage of scientific methods.

**Benchmark 1.3.2.4**

By the end of FY07, 70% or more of the students will demonstrate competency on the transfer of scientific knowledge skills to real life situations. Results will be measured through curriculum assessment performance tasks.

**Benchmark 1.3.2.5**

By the end of FY07, ISD will increase the number of 3<sup>rd</sup> through 8<sup>th</sup> grade students in the 35<sup>th</sup> – 75<sup>th</sup> quartile of the science sub-test of the SAT (Stanford Achievement Test) and the NWEA (Northwest Evaluation Association) criterion-based tests. These tests will measure ability to apply problem solving

strategies to a variety of situations  
across the curriculum.

Strategy 1.3.3.0 The superintendent will review the various cooperative agreements with AEAs and LEAs to determine their continued appropriateness; new agreements shall be developed, as appropriate.

Benchmark 1.3.3.1 Document the number of agreements reviewed and number of new agreements.

Objective 1.4.0.0 Provide opportunities for family-based education through the Student Life Program.

Strategy 1.4.1.0 Review, revise, and expand the student life curriculum to address daily living skills of the students.

Benchmark 1.4.1.1 ISD will compile a list of changes made in student curricula.

Strategy 1.4.2.0 The student life administration team will maintain staff to student ratios of 1:6 and also develop special needs staffing arrangements.

Benchmark 1.4.2.1 Faculty-to-student ratios will be 1:6, except for multiple handicapped students, where it will be lower (approximately 1:4).

Strategy 1.4.3.0 Provide life skills and student enrichment activities weekly to all students.

Benchmark 1.4.3.1 All students will receive at least five hours a week of enrichment activities.

Objective 1.5.0.0 All staff will develop and enhance communication skills commensurate with their job responsibility level.

Strategy 1.5.1.0 Every year all staff will have the opportunity to participate in a sign language class.

Benchmark 1.5.1.1 ISD will report the percentage of staff who participated in sign language classes.

Strategy 1.5.2.0 All faculty, professional and scientific, administrative staff and institutional officials will be evaluated on their sign language proficiency, per Board of Regents policy.

Strategy 1.5.3.0 A merit pay provision related to sign language proficiency will be utilized for faculty, professional and scientific, and administrative staff.

Benchmark 1.5.3.1 At least 50% of the staff in each area will have at least one level higher than the required proficiency.

Strategy 1.5.4.0 Merit personnel will gain sign language proficiency skills and use appropriate procedures.

Benchmark 1.5.4.1 Report number/percentage of merit personnel changes in skill level.

Objective 1.6.0.0 Attract, develop and retain faculty, administrators and staff high in quality and diverse in gender, race, ethnicity and nationality.

Strategy 1.6.1.0 Continue to emphasize efforts to recruit under-represented classes on the ISD campus.

Benchmark 1.6.1.1 Annually report the percentage of faculty and staff racial/ethnic composition.

Strategy 1.6.2.0 Advertise every professional or certified job vacancy at institutions offering post-secondary programs specifically designed for the deaf.

Strategy 1.6.3.0 Recruit additional male staff for faculty and residential counselor positions.

Objective 1.7.0.0 Encourage all educational and student life staff to participate in continuing education opportunities.

Strategy 1.7.1.0 Assuming appropriations are available, provide salary incentives and higher education (graduate studies) tuition reimbursement will be provided to faculty and administrative staff annually.

Benchmark 1.7.1.1 ISD will report amount and number of staff receiving tuition reimbursements.

Strategy 1.7.2.0 In conjunction with the Regent Resource Center and other area universities or colleges, provide at least five graduate courses each year that are appropriate for the school staff.

Strategy 1.7.3.0 Assuming appropriations are available, encourage merit personnel and professional and scientific staff to pursue continuing education.

Benchmark 1.7.3.1 ISD will report the number and percentage of merit personnel and professional and scientific staff who pursued continuing education.

### **KEY RESULT AREA 2.0.0.0**

KRA 2.0.0.0 Strengthen and expand the creative and innovative programming at the Iowa School for the Deaf.

Objective 2.1.0.0 Identify unmet needs for deaf and hard of hearing students.

Strategy 2.1.1.0 In conjunction with other state and local school agencies serving the deaf, develop a prioritized list of unmet needs.

Strategy 2.1.2.0 Develop strategies to meet the unmet needs of deaf children and youth.

Benchmark 2.1.2.1 List and/or description of strategies developed.

Strategy 2.1.3.0 Annually disseminate information on the Iowa Child Hearing Loss Center.

Benchmark 2.1.3.1 ISD reports the number of brochures distributed and organization contacts made.

Strategy 2.1.4.0 Ensure that students and staff have access to technology hardware and software which exists in all components of the school's programs.

Benchmark 2.1.4.1 At least seventy percent (70%) of each graduating class will have computer proficiency, as measured by criteria in the ISD curriculum.

Strategy 2.1.5.0 Implement activities in the areas of reading, literacy, early childhood education (including newborn screening), and initiate an adult to student mentoring program.

Benchmark 2.1.5.1 Reading: a.) Students will progress through the Northwest Evaluation Association (NWEA) for skills in vocabulary and comprehension; b.) Students will gain developmental and remedial reading skills (if they score 50% or lower on task probes or below measurable range on standardized tests); c.) All high school students

who scored in the 0 – 25<sup>th</sup> quartile on the TASK (Test for Academic Skills) will participate in reading classes.

**Benchmark 2.1.5.2**

By the end of FY07, students in grades 3 – 12 will progress through the Northwest Evaluation Association (NWEA), with 70% or more accuracy for skills in vocabulary and comprehension. Performance assessments, student portfolios, and standardized tests will measure achievement.

**Benchmark 2.1.5.3**

Beginning in the fall of FY02, all high school students who scored in the 0 – 25<sup>th</sup> quartile on the TASK assessment will take special reading classes. By the end of FY07, 70% of these students will improve to the 26 – 50% quartile.

**Benchmark 2.1.5.4**

Beginning the fall of FY02, and continuous thereafter, each student will develop a personal portfolio on a CD-ROM that demonstrates individual progress in reading and writing.

**Strategy 2.1.6.0** Continue an annual review of academic, life skills and interpersonal skill progress for academically challenged students. Revise, delete, and add appropriate programs and services, as necessary.

**Benchmark 2.1.6.1**

Provide list with description of changes in programs and services.

**Strategy 2.1.7.0** Implement programs and services in the area of transition students.



Benchmark 2.1.7.1      At least 15 students annually will be monitored, or assisted, in their transition from high school.

Objective 2.2.0.0      Obtain requisite funding for libraries, instructional technology, and vocational education equipment required to prepare deaf and hard of hearing students for post secondary opportunities.

Strategy 2.2.1.0      Fund literacy development programs.

Benchmark 2.2.1.1      Report money spent on literacy development.

Strategy 2.2.2.0      Continue the critical thinking skills program and the reading for information program. Measure progress and efficiency through the various evaluation assessments used by the school.

Strategy 2.2.3.0      Expand authentic work experience opportunities both on campus and off campus.

Benchmark 2.2.3.1      Career Development: a.) K – 2 students will explore a variety of jobs as they relate to community helpers; b.) 3<sup>rd</sup> – 5<sup>th</sup> grade students will explore a variety of jobs as they relate to the Guidance Curriculum; c.) 6<sup>th</sup> – 8<sup>th</sup> grade students will participate in one or more work programs (on or off campus); d.) The 9<sup>th</sup> – 12<sup>th</sup> grade students will participate in one or more employability programs to develop work/workplace readiness skills.

Benchmark 2.2.3.2      By the end of FY07, all K – 2 students will have “community helpers” career exploration activities. They will have developed a career

portfolio, and be able to identify 3+ facts about each "community helper."

**Benchmark 2.2.3.3**

By the end of FY07, all students in grades 3 – 5 will update their career portfolio by adding five new career areas and they will be able to write more than three key facts about each career.

**Benchmark 2.2.3.4**

By the end of FY07, students in grades 6 – 8 will increase their score on an employee rating scale by at least 20% after three years.

**Benchmark 2.2.3.5**

By the end of FY07, students in grades 9 – 12 will demonstrate satisfactory employability skills in at least one job opportunity area. This assessment will be based on vocational education programming evaluations and/or vocational rehabilitation services evaluation(s).

**Objective 2.3.0.0** Enhance student evaluation procedures and increase higher achievement or outcomes as a result of the School Improvement Plan.

**Strategy 2.3.1.0** Develop portfolios for all students.

**Benchmark 2.3.1.1**

At least ninety percent (90%) of all the short-term Individualized Education Plan (IEP) goals will be attained by each student.

**Strategy 2.3.2.0** Student achievement scores by class will exceed the national deaf norms by one standard deviation.

**Benchmark 2.3.2.1**

On national norm achieving tests, such as the SAT, student in the ISD classes of grades 5 – 12 will attain

achievement test scores above the national norms for deaf youngsters of the same grade level. (Excluding LIFE program students. Note: LIFE program students are those with multiple handicaps.)

**Benchmark 2.3.2.2**

Utilizing nationally normed achievement tests, such as the SAT, the students in the LIFE (multiple handicapped) program will attain at least twenty-five percent (25%) increase of a standardized year's academic progress.

**Strategy 2.3.3.0** Document academic achievement outcomes for all students (except those mentally handicapped and those at the lower elementary level).

**Benchmark 2.3.3.1**

Using criteria-referenced outcomes, and based on national norm data, at least fifty percent (50%) of the classes will attain the national average for hearing-impaired students taking the SAT (for students in third grade and above).

**Benchmark 2.3.3.2**

At least eighty percent (80%) of the students in grades 5 – 12 will attain seventy-five percent (75%) of the criterion-referenced outcomes as specified in the ISD curriculum and measured by the criterion-referenced testing.

**Strategy 2.3.4.0** At least 85% of the individuals of each graduating class will transition to post-secondary educational programs or competitive work situations.

**Benchmark 2.3.4.1**

Each student will have a transitional plan developed in high school. For

students qualifying for the Transition Alliance Program (TAP), a more intensive transitional program will be provided.

**Benchmark 2.3.4.2**

Eighty-five percent (85%) of the non-LIFE program graduates will be accepted into a post-secondary educational program or competitive work situation. (Note: LIFE program students are those with multiple handicaps.)

**Strategy 2.3.5.0** By the end of FY02, and on going after that until FY06, all students will increase their participation in activities uniquely focused for the deaf community.

**Benchmark 2.3.5.1**

Student Family/Community Involvement: a.) Each ISD student will increase his/her awareness of the deaf community by participating in activities that are sponsored by the deaf; b.) ISD students will participate in volunteer activities within the local community.

**Strategy 2.3.6.0** By the end of FY02, and on-going each year after that until FY06, all secondary level students will participate in at least five community volunteer activities, with each activity at least five hours.

**KEY RESULT AREA 3.0.0.0**

**KRA 3.0.0.0** Provide a safe, healthy learning environment by maintaining facilities, equipment and operating budgets that are sufficiently funded.

Objective 3.1.0.0 Update the deferred maintenance list annually and delineate strategies and priorities that will reduce the backlog.

Strategy 3.1.1.0 Defined plans will be developed and implemented.

Benchmark 3.1.1.1 At least ten percent (10%) of the deferred maintenance projects will be completed each year.

Objective 3.2.0.0 Upon awareness, develop a plan to remove and abate facility health hazards.

Strategy 3.2.1.0 Review and recommend needed changes to the standards for meeting fire and environmental safety requirements.

Benchmark 3.2.1.1 Prepare a list of changes in safety requirements.

### **KEY RESULT AREA 4.0.0.0**

KRA 4.0.0.0 Promote flexibility, efficiency, cooperation and accountability at the Iowa School for the Deaf.

Objective 4.1.0.0 Continue an internal review cycle of selected operations, as noted in the Iowa School for the Deaf Business Office Procedural Manual.

Strategy 4.1.1.0 Annually review and approve institutional resource allocations and reallocations, consistent with and supportive of the Board's strategic plan.

Benchmark 4.1.1.1 Prepare a list of reallocations made.

Objective 4.2.0.0 Conduct annual reviews of the Iowa School for the Deaf Employee Handbook. Undertake a comprehensive review in FY05.

Strategy 4.2.1.0 Evaluate each unit's efforts at achieving greater efficiency and effectiveness in operations and procedures.

Benchmark 4.2.1.1 Provide description and analysis of unit efforts.

Objective 4.3.0.0 In May or June of each year, finalize the staffing patterns of the school for the next academic year.

Strategy 4.3.1.0 By the end of FY05, underrepresented minority groups will represent at least eight percent (8%) of the faculty and staff. This will include the employment of deaf individuals or other individuals identified as disabled.

Objective 4.4.0.0 Participate in all appropriate inter-institutional endeavors of the Board of Regents.

Benchmark 4.4.0.1 ISD reports inter-institutional projects in which it participated.

Objective 4.5.0.0 Participate, where appropriate, in statewide initiatives with other state agencies.

Benchmark 4.5.0.1 ISD provides brief summaries of each partnership and initiatives with other state agencies.